



# **Audit Information Booklet**

## **Year 9**

## Introduction

To assess your son's achievement at each audit period Borden uses GCSE fine grades for example:

- 6+ a student who is working very securely at a grade 6
- 6 a student who is working at a grade 6
- 6- a student who is beginning to show the characteristics of grade 6

The use of GCSE fine grades will enable you to track your son's progress more accurately through Year 9 & Key Stage 4.

The table below shows how you are able to track your son's progress using 9 – 1 (Many students progress at more rapid rates and therefore the table is for illustration purposes only).

	Standard Achieved	Standard Achieved	Standard Achieved	Standard Achieved
<b>Year 9 Likely Grade</b>	3	4	5/5+	6/6+
<b>Year 10 Likely Grade</b>	4+	5/5+	6/6+	7-/7
<b>Year 11 Likely Grade</b>	5/5+	6-/6+	7-/7	8-/8+(9)

Biology, Chemistry, Physics, French, Spanish and Mathematics have started their GCSE courses which will be assessed at the end of Year 11 using a 9 – 1 scale. The following is an indicator of how this scale translates to the legacy A\* - G scale.

<b>A* - G</b>	<b>9 - 1</b>
A**	9
A*/A	8
A	7
B-/B+	6
C+/B-	5
C-/C	4
D/E	3
E/F	2
F/G	1

*A grade 5 is the national expectation*

All other subjects (except PSHE) have not started their formal GCSE course but are using assessment opportunities to support students in their flight path to GCSE using 9 – 1.

During each audit period students are assessed on their knowledge and application of skills. **It is therefore important to note that there may be some fluctuation in student progress between audit periods due to the various skill sets being tested at that point.** Over time however, you should see progress in your son's performance.

In PHSE the grades are as follows:

AEL – Working at above the expected level

WEL – Working at the expected level

BEL – Working below the expected level

The target grade is generated from your son's starting point calculated from their Key Stage Two tests; many students do however exceed their target grade and should be encouraged to do so.

The three attitude to learning grades reflect how your son is performing in relation to classwork, homework and conduct & behaviour.

We hope this will provide information in order for you to monitor your son's progress through Key Stage 4.

## Attitude to Learning

### **Attitude to learning – classwork**

The class work grade is an indication of how a student responds to formal teaching in school and the extent to which he makes an effort in lessons including individual and collaborative work.

1. **Exemplary:** *consistently on task, showing a high degree of commitment to the class and the learning environment. Attitude in lessons is always responsive and positive.*
2. **Good:** *attitude in class is constructive. Tasks are completed well demonstrating a willingness to join in and move his learning forward.*
3. **Satisfactory:** *tasks are usually completed according to the instructions. Might be coasting, does not always contribute readily to class activities.*
4. **Cause for concern:** *a student whose attainment is affected by inconsistent application. Concentration and work tend to be below the standard expected; he often needs reminding what is required. He does not show real commitment or enthusiasm for learning.*
5. **Very poor:** *a negative attitude is displayed in class; work is not completed showing no real commitment to his own learning or to the subject.*

### **Attitude to learning - homework**

Homework is an integral part of the extension and enrichment activities at Borden. Homework is set according to the relevant homework timetable and should be recorded in the planner. Homework grades indicate the (relative) standard of students' homework, and whether it is handed in on time. Parents are asked to support their sons actively by encouraging them to take this independent learning seriously, signing their planner and providing an appropriate working environment.

1. **Exemplary:** *homework is submitted on time, showing a great deal of commitment to do well. Extra work or independent research has been undertaken.*

2. **Good:** *homework is submitted on time demonstrating a commitment to the subject.*
3. **Satisfactory:** *homework is usually handed in on time displaying knowledge of the topic studied.*
4. **Cause for concern:** *homework is frequently late or is not fully completed. When it is completed it is done to a minimum standard and shows limited effort to move his learning forward.*
5. **Very poor:** *homework is consistently late or not fully completed. It shows little or no commitment to independent learning.*

### **Attitude to learning - conduct and behaviour**

Conduct and behaviour indicates how seriously students take their own education and the extent to which they respect the rights of others to learn. Good behaviour is an essential component of good learning and high expectations of both are maintained throughout the school.

1. **Exemplary:** *a significant commitment to learning is consistently demonstrated through positive behaviour and respect for others.*
2. **Good:** *positive behaviour is demonstrated with a clear understanding of boundaries within the context of the classroom.*
3. **Satisfactory:** *generally on task displaying an acceptable commitment to positive behaviour.*
4. **Cause for concern:** *often not on task, despite reminders about conduct. This adversely affects his learning and that of others.*
5. **Very poor:** *tends to be disruptive and/or discourteous. Does not seem to understand the code of conduct demanded by the school.*